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ABSTRACT

Problems faced by American Indian college students were described in these 2 guidance and counseling papers. The first paper suggested a plan for a guidance and counseling program. The 3 steps in this plan were a special summer student orientation program for Indians; and "out-reaching" guidance and counseling program where Indian students would serve as assistant counselors; and active participation of the counselor with the student in curriculum planning. The second paper covered goals, fiscal responsibility, and academic advising. Included in the second paper was a list of courses from which a student may select a sequence to meet liberal studies requirements. (PS)

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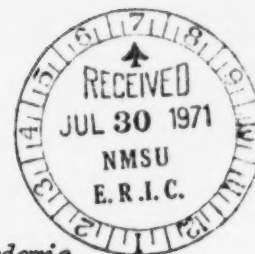
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GUIDANCE AND COUNSELING OF THE AMERICAN INDIAN COLLEGE STUDENT

The Indian student attending a university is not only faced with academic problems due to poor preparation for higher learning, but also social problems that must be dealt with as well.

Upon arrival of the student, who is new to the university, he enters into an environment which may be not only totally new, but which interferes with his initial intentions in seeking advanced education. Modern campus housing, use of a telephone, television, a monthly income to spend as he chooses, movie theaters within walking distance, responsibility of planning a daily schedule and his lack of social expectations all combine to distract and keep the student, who is unfamiliar to these conveniences and responsibilities, from success.

It is not uncommon for him, when first introduced to the regular use of a telephone, to run up a large bill on long distance phone calls. Because it is perhaps his first time away from home, he becomes homesick and uses the telephone indiscreetly to call family and friends at home. As a result, telephone companies in some areas require a larger deposit from the Indian student than from the non-Indian student.

Television and movie theaters become a favorite past time. To many students this may be the first experience of having a television in their living quarters, and in some cases of ever viewing television. Nearby movie theaters also serve as a temptation to keep the student from his studies.

In many instances this will be the first time the student will be receiving a regular monthly income. He will be expected to budget his money for rent,

food, social activities, school supplies and personal grooming. However, few if any Indian students have ever experienced budgeting before. Many spend the first-of-the-month check within a week or two and go without until the next allotment is received.

The student is expected to take part in social activities and campus functions, many of which he is unfamiliar with or he may be too shy to participate in. If the university offers no specifically planned activities for the student he may be tempted to excessive drinking or other habits more common to reservation or community living.

With all of these distractions, the new student is expected to plan each day and schedule his time to attend classes, write papers, study for examinations and maintain his day to day personal affairs.

Because the student is introduced into a completely foreign environment with new demands upon him, a structuring and restructuring of his campus life becomes necessary. Guiding and counseling the student, therefore, takes on a very important role in his life. If a guidance and counseling program is to be a success then it must be prepared to deal with, and solve the stated problems. The following is a suggested plan for such a program:

Step One

A special summer student orientation program for Indians

All incoming Indian students will be invited to attend a summer orientation program which will consist of the following:

1. Daily classes for instruction in proper study habits, organization of time and familiarization with the use of the library and other campus facilities.
2. Meetings and activities designed to acquaint them with assigned counselors. This will provide the counselors with an opportunity

to become aware of the individual student's needs.

3. Classes designed to help the student budget his finances and prepare for expected monthly expenditures. Representatives from the local business community may be invited in to give information on their services, and discuss the danger in becoming involved with charge accounts and long payment purchases from stores and salesmen.
4. Social activities which allow the student to become acquainted with one another and become familiar with social functions provided by the university. The student then will learn the social expectations placed upon him in his new environment.
5. A program of testing to determine the level of achievement in such subjects as English, math and science may be given to the student at this time. This will aid the counselor in helping to plan an academic program for the individual. From this the university may see the need to develop special general education classes for those who are unprepared to go right into the general college curriculum.

Step Two

An "Out-Reaching" guidance and counseling program

During the school year a guidance and counseling program which provides out-reach to the student by the counselor should be planned. In the past counseling programs which were designed for the student to come to the counselor for guidance has proved to be ineffective. Often the student may be too shy, embarrassed, or perhaps does not understand the proper method of seeking help.

An ideal out-reach guidance and counseling program might consist of graduate or senior Indian students serving on stipends as assistant counselors. This would provide the staffing necessary for an effective out-reach program. For example, a Navajo assistant counselor, assigned five to ten Navajo students

would be knowledgeable of any problems the students might have and refer them to a qualified counselor in the program. The assistant counselor could also plan and organize activities such as intermural sports, cultural activities, field trips, etc.

Step Three

Active participation of counselor with student in curriculum planning

Too often the Indian student entering college is left alone to register for his freshman classes without any curriculum counseling on classes he should take or those he should avoid to achieve his desired goal. He is literally pushed into the regular university curriculum to compete with students whose previous education greatly surpasses his own. This has insured failure to the Indian student who may have been accepted in the university on lower academic standards than the non-Indian student.

A counseling program, therefore, should provide the necessary instruction in registering for beginning classes. It should advise or require the student to register for special general education classes designed specifically to meet his needs. This would in turn afford the new Indian student a successful and happy experience with his formal education.

I have suggested specific steps to identified problems. My procedures, which I believe to be realistic, would entail drastic changes in the now existing programs. However, if a workable plan is not established now, and the American Indian student is not properly and thoroughly orientated, thus becoming a drop-out, our goals shall never be reached. The expense entailed, the long hours of dedicated labor will be wasted and we will be discussing the same problems years from now with no hopes of an applicable solution.

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GUIDANCE AND COUNSELING OF INDIAN STUDENTS

Guidance and Counseling for Indian students at the university level presents a number of interesting and challenging problems. Northern Arizona University has identified several problems. Each problem will be stated. Following the statement of the problem will be a short section containing N.A.U.'s approach to working with the problem.

Goals: Most Indian students have not arrived at a well defined academic and vocational goal. Approximately 90 percent of the Indian students lack well defined goals. While the question of lack of a well defined goal is not unique to Indian college students it exists to a greater degree.

The lack of a well defined goal has several aspects.

- (1) Most Indian young people have grown up in an environment which is seriously lacking in opportunities to learn about the general world of work. This lack of opportunity exists in the home and in the public and B.I.A. schools which Indian students attend. Selection of an appropriate educational and vocational goal is closely related to the degree of opportunity available for learning about the world of work either through direct involvement or vicarious experiences. Many Indian students lack information about job opportunities on the reservations as well as off the reservations.
- (2) Many schools fail to relate their class offerings in a direct manner to educational and vocational opportunities which will be open to students at a time later in their lives. Indian students need help in

relating the experiences they are engaging in at the present time with job or education requirements that will potentially be available to them.

- (3) Indian students have received little help in developing acceptable work or study habits. Few elementary school and high school teachers give well organized in-class attention to work or study habits. All too frequently it is assumed that students have acceptable work or study habits. Poor work or study habits contribute to most failures at the college level. It is difficult to work constructively when no goal toward which one is working exists.

Fiscal Responsibility: Indian students tend to have difficulty in managing their own money. In many cases the money comes through some form of financial aid. The tendency has been to assume that the college student is capable of managing his or her own money. A quick survey of students - not just Indian students - will indicate that this is not a valid assumption. In a number of cases Indian students have school due to fiscal problems, or have difficulties in a class in which they are enrolled because of poor management of funds.

Northern Arizona University offers an orientation course designed to deal with the problem areas of goals and fiscal responsibility. This course is team taught by selected faculty members who are particularly well qualified in the content areas to be covered in the course. The general content areas to be covered are (1) study methods, (2) reading improvement, (3) personal finance and (4) vocational orientation.

The vocational orientation will be handled through the University Counseling Center. It will consist of vocational exploration, vocational testing and vocational counseling. The vocational exploration will be conducted through the use

of audio-visual materials, printed materials and vocational visits. Each student will work directly with a counselor as well as in small groups.

The student contact at the University Counseling Center offers an opportunity for the student to explore other types of problems typical of college students (i.e. adjustment to dorms, social relations, etc.) These problems are explored through individual and small group counseling. Indian counselors are available to assist with or conduct the individual and small group counseling.

Academic Advising: Indian students (like foreign and other ethnic students) need special attention and help from an academic advisor. The academic advisor of Indian students should give careful consideration to the individual student's academic background, his predicted chances of success in a given program, his declared major and his need for special services. The advisor to Indian students should encourage frequent contacts between the students and advisor.

Each department at N.A.U. has been asked to carefully select one faculty member to serve as an advisor for Indian students. This person should have experience in working with Indian students or be interested in working with Indian students, he should recognize that being a good advisor to Indian students is likely to take more time than advising non-Indian students and he should be familiar with referral sources at N.A.U.

This system is entirely dependent upon the individual advisor. It can work very effectively if dedicated interested people fill the advisor's position.

Northern Arizona University is developing special sections of several of the liberal studies courses for Indian students. The philosophy behind the special sections is to develop a course which will meet the broad criteria of liberal studies but will, where appropriate and possible, emphasize non-anglo content. (i.e. The course Man and the Arts will be structured around the Indian arts,

music, etc. An attempt will be made to emphasize concrete concepts and then move to the abstract). An effort is being made to structure appropriate liberal studies courses in this manner.

LIBERAL STUDIES REQUIREMENTS

All students seeking a B.S. or B.S. in Ed. degree must select a total of 42 hours from the following list of courses. THE HOURS MUST NOT BE SELECTED FROM COURSES IN THE STUDENT'S MAJOR OR MINOR FIELDS. A student exempt from courses in one unit must complete the 42 hours in other units.

A student, with the aid of his advisor, must select a sequence of Liberal Studies courses in such a manner that he completes 30 hours of lower division (100-200), and 12 hours of upper division (300-400) level courses. He may select, within the requirements of each of the Liberal Studies blocks, both lower and upper division courses to meet the requirements.

UNIVERSITY REQUIREMENTS (12-14 Hours)

LOWER DIVISION

Engl. 102, 103	Freshman English (3-3)
	OR
Engl. 104, 105	English for Bilinguals (4-4)
Math. 241	General Mathematics (4) OR equivalents totalling four or more hours.
P.E. 171, 172	Freshman Physical Education (1-1)

SCIENCES (8-12 Hours)

LOWER DIVISION

Astr. 180	Man in Space (4)
Biol. 101	Man and His Biological World (4)
Geol. 101	Man and the Earth (4)
Phys. Sci. 125	Man and His Physical World (4)
	OR
	Eight hours of lab courses from any of the following: Astronomy, Biology, Chemistry, Physics, Geology

UPPER DIVISION

Biol. 300	Biogenetics of Man (3)
For. 322	Environmental Conservation (3)

SOCIAL AND BEHAVIORAL SCIENCES (9-12 Hours)

LOWER DIVISION

Econ. 180	The Economic Environment of Man (3)
Hist. 140, 141	History of Western Civilization (3-3)
P.S. 160	Political-Economic Institutions (3)
P.S. 240	The American National Government (3)
Psych. 150	General Psychology (3)

UPPER DIVISION

Anth. 301	Peoples of the World (3)
Anth. 351	Understanding Culture (3)
Anth. 369	Cultural Linguistics (3)
Anth. 376	The Contemporary United States Indian (3)
G.B. 310	Legal Environment of Business (3)
Geog. 440	World Regional Patterns (3)
H.E. 377	Consumer Problems and Family Economics (3)
H.E. 381	Culture and the Home (3)
Hist. 307	Main Currents of Scientific Thought (3)
Hist. 444	Europe in the Modern World (3)
Hist. 494	Recent United States History (3)
I.E. 382	Technology and Culture (3)
P.S. 354	Political and Economic Issues (3)
Soc. 300	Contemporary Social Problems (3)

HUMANITIES (8-12 Hours)

LOWER DIVISION

Art 294
Engl. 257
Hum. 231
Mus. 293
Phil. 150
Specch. 150

Aesthetics of Visual Arts (2)
Masterpieces of World Literature (3)
Man and the Arts (4)
Aesthetics of Music (2)
Problems in Reason and Responsibility (3)
Problems in Communication (3)

UPPER DIVISION

Art 440
Engl. 370
Engl. 451

Hum. 353
Hum. 361
Hum. 481
Phil. 325
Phil. 352
Phil. 353

Contemporary Art (3)
Enjoyment of Poetry (3)
Literary Expressions of Underground
Movements (3)
Great Issues in Western Culture (3)
Asian Ideas and Values (3)
Recent Trends (3)
Philosophy of Science (3)
Philosophy of Religion (3)
Ethics (3)